R E P O R T R E S U M E S

ED 019 449 VT 002 456

IS THE HOME ECONOMICS PROGRAM IN YOUR SCHOOL IN THE STYLE OF THE '40'S OR THE '60'S.

PUB DATE 66

EDRS PRICE MF-$0.25 HC-$0.32 6P.

DESCRIPTORS- *HOME ECONOMICS EDUCATION, HOMEMAKING EDUCATION, OCCUPATIONAL HOME ECONOMICS, EDUCATIONAL NEEDS, *CURRICULUM DEVELOPMENT, *PROGRAM EVALUATION, PROGRAM PLANNING, *EDUCATIONAL CHANGE, EDUCATIONAL OBJECTIVES, SOCIAL CHANGE,

THE HOMEMAKING EDUCATION PROGRAM OF THE 1940'S IS COMPARED WITH THAT OF THE 1960'S. TODAY ALL ASPECTS OF THE PROGRAM ARE COORDINATED, IN CONTRAST TO THE FORMER SEPARATE, DISTINCT PROGRAMS. THE CURRENT EMPHASIS IS UPON DEVELOPING AN UNDERSTANDING OF PRINCIPLES AND GENERALIZATIONS THAT WILL APPLY TO NEW SITUATIONS IN CONTRAST TO EMPHASIS UPON LEARNING FACTUAL INFORMATION LIMITED TO A SPECIFIC SITUATION. MORE EMPHASIS IN THE '60'S IS ON MANAGEMENT AND THE RELATIONSHIP AREAS AS OPPOSED TO THE MANIPULATIVE SKILLS IN THE '40'S. TODAY THE CONSUMPTION RATHER THAN THE PRODUCTION OF FOODS AND CLOTHING IS STRESSED, AND THE STUDENT IS SEEN AS A POTENTIAL WIFE-HOMEMAKER-PAID EMPLOYEE RATHER THAN A HOMEMAKER ONLY. IN ADDITION, THE BASIC PROBLEMS OF LEISURE TIME SUCH AS ITS RELATIONSHIP TO SOCIAL SERVICE, AND COMMUNITY, CULTURAL, AND EDUCATIONAL ACTIVITIES IS STRESSED RATHER THAN CRAFTS, AND SIMILAR ACTIVITIES. THERE IS AN EMERGING EMHASIS ON HOME ECONOMICS RELATED OCCUPATIONS REQUIRING VARYING LEVELS OF PREPARATION, AND HOME EXPERIENCES ARE RELATED MORE TO CLASS GOALS AND ACTIVITIES THAN TO A STRICTLY INDIVIDUAL NEED OR INTEREST. UNIT PLANS, WHICH IN THE 1940'S INCLUDED CHIEFLY FACTUAL CONTENT BASED PRIMARILY ON FELT NEEDS AND INTERESTS OF STUDENTS IN THE CLASS, ARE NOW BASED ON OBJECTIVELY DERIVED SCOPE AND SEQUENCE REQUIREMENTS. THIS ARTICLE WAS PUBLISHED IN "ILLINOIS TEACHER OF HOME ECONOMICS," VOLUME 9, NUMBER 6, 1965-66. (MS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED019449

BEST AVAILABLE COPY

VT02456

CURRENT INTEREST IN HOME ECONOMICS EDUCATION

. . . . . .

Consumer Education Efforts: Further Exploration
. 292

Trends and Prospects in Food Buying
. 301

Needed: Home Economics Teachers for Today
. 314

Is the Home Economics Program in Your School
in the Style of the '40's or the '60's? . . 316

IS THE HOME ECONOMICS PROGRAM IN YOUR SCHOOL IN THE STYLE OF THE '40's OR THE '60's?*

THE '40's	THE '60's
Junior and senior high school home economics, Future Homemakers of America chapters, and adult home economics all separate and distinct programs	All aspects of program coordinated, with emphasis on achieving important goals through the various channels
Felt needs and interests of students given the major consideration as bases for curriculum decisions	Needs of society and the logical development of the content of each area of home economics given major consideration as bases for curriculum decisions, along with felt needs and interests of students
Major emphasis on personal development of students as happy, secure individuals	Increased emphasis on intellectual development of students, as well as their social and emotional development
Emphasis on student-teacher sharing in setting up goals, planning ways to meet goals, and evaluating progress toward goals	This emphasis retained but with more structuring of the situation to make certain that there is a logical development of the area content; perhaps more careful attention to "setting the stage" for student participation in planning so that students are prepared to make carefully considered decisions on bases other than the interests and felt needs of the moment
Attention to the development of knowledge of specific factual information assumed to be of value throughout students' lives	Attention to the development of understanding of principles and generalizations that will apply to new situations that students may encounter in the future

*Adapted from D. Keenan, L. Lemmon, D. Manning, M. Mather, L. Walsh, and E. Simpson, "Help Yourself to Success," Illinois Teacher of Home Economics, Vol. III, No. 9, pp. 402-405.

Emphasis on the development of "standard products." Emphasis on the "right" or accepted ways of doing things	More emphasis on thoughtful evaluation of various ways of doing things, including consideration of the values involved and different ways of expressing values
Problem-solving methods and their applications emphasized	Emphasis on various processes of thinking with applications made to all areas of homemaking, in addition to problem-solving processes
Manipulative skills given emphasis in homemaking program	Less emphasis on the manipulative skills; more emphasis on management and the relationship areas
Short, 3-week units of study on babysitting, personal development, home nursing, etc.	Units long enough to provide for development of mastery of the minimum essentials in the area of study
As a usual practice, the learning experiences limited to the minimum for all students	Provision for additional personalized learning experiences for developing individual abilities
Much attention to the problems of home <u>production</u> of foods and clothing	More attention to the problems of home <u>consumption</u> of foods and clothing
Problems of the home treated almost as if the home were an isolated social institution	Problems of the home considered in light of the interrelatedness of homes and other social institutions
Attention focused almost exclusively on student's own home and family and her home of the future	Increased attention given to developing understanding of families different from student's own--families of different countries, of different parts of own country, of different groups within own community
Considerable emphasis on "social mobility" as an educational objective	More emphasis on helping students learn how to think critically and creatively and to solve their own problems with respect to their social goals, standards, and values
Limited attention to the mass media of communication and its influence on family life and on individuals	Increased attention to the mass media of communication and its influences on family life and on individuals
Emphasis on the girl's role as a future full-time homemaker, the boy's role as husband-provider	Increased emphasis on the girl's role as wife-homemaker-paid employee, and the boy's role as husband-homemaker-paid employee

Some attention in later high school years to preparation for marriage	Increased attention to preparation for marriage, although there are still important questions to be answered: What kind of education for marriage and family life is most effective? When should it be provided?
Units on crafts and other leisure time activities sometimes included in the homemaking program	Increased emphasis on the more basic problems of leisure time: What does increased leisure mean in terms of its possibilities for social service, community activity, becoming an informed citizen, and cultural and educational activities? How do our values influence our use of leisure?
Curriculum plans assumed a two-generation family; little attention to the aged as family members	With more older people in our society, curriculum plans assume a three-generation family although not necessarily living together; more attention to needs of older family members
Little or no attention to preparation for home economics-related occupations	Emerging emphasis on preparation for home economics-related occupations--requiring varying levels of preparation
Home projects a vital part of the program, but frequently planned with regard to individual pupil's felt needs and interests only	Home projects and other home experiences, as home practices, more frequently seen as means of achieving class goals and more frequently related to class activities
Unit Plans include: Objectives Learning experiences Content in form of factual subject matter to be taught Teaching aids Tests	Unit Plans include: Objectives Learning experiences Content, in form of basic facts, principles and generalizations Teaching aids A variety of evaluation techniques appropriate to different objectives
Decisions regarding the scope and sequence within an area based primarily on felt needs and interests of students in a class	Decisions regarding the scope and sequence within an area based on following considerations:

Scope

How frequently the learning will be needed

Chances that outcomes will be adequately learned apart from direct instruction of school

Cruciality of situations in which learnings will be used

How far students are capable of extending learning

What truly meaningful experiences can be provided

Sequence

Logical development of content in field

State of readiness for learning at each level

What pupils are likely to be enrolled in homemaking classes at each level

How provisions for new and interesting challenges may be made each year

How much repetition in an area is justified